

**Digital Language Education, Utilization and Effectiveness of Zoom Apps in Language Learning: A Case Study of Selected Secondary Schools in Adamawa State.**

By

**Aliyu Muhammad Bajaji**

**Adamawa State Polytechnic, Yola**

**+2347034994845**

**[ibnbajaj@gmail.com](mailto:ibnbajaj@gmail.com)**

**&**

**Idris Bello**

**School of Administration and Business Studies**

**Adamawa State Polytechnic, Yola**

**07065784844**

**Abstract**

Information and Communication Technology (ICT) has significantly changed education delivery. This is due to the gains connected with the application of Information and Communication Technology in education. ICT likewise offers opportunities for students and teachers to interact with each other through zoom cloud application technology thus offering a quick and easy access to more comprehensive and current information. This paper focuses on the use of innovative digital technology, new media such as, Zoom apps and power point (or keynote) for presentation and screen sharing. Similarly, using Google slides and zooms' chart functionality to engage the students in selected Secondary Schools of Adamawa State, in the task of preparing them for future opportunities in every sphere of life. A survey research design was used in this paper and the entire populations of One hundred and thirteen (113) English language teachers in the education zone were used. A structured questionnaire was used for data collection and this was divided into two sections. Section A sought demographic data of the respondents. Section B, contains items organized into three sub-sections of B1, B2 and B3. Data collected were analyzed using descriptive statistics of mean rating. The finding of the paper reveals that the application of technology helps learner's learn on the basis of their interest. It also

satisfies both visual and auditory senses of the learners. The implication of this finding is that digitally enabled language curriculum too can be use to bring about any desired change in the lives of student that are strategically exposed to this innovation in language learning. In conclusion, Technology has revolutionized our lives and work, and education is no exception. As educators, we are responsible for integrating technical knowledge and skills into our teaching and professional development. In recommendation, it recommends that Teachers should implement a technology plan that considers integration strategies along with teaching methods. Technology experts should provide extra assistance for teachers who use it in teaching their English courses. Teachers should create technology-integrated lessons materials, these materials should concentrate on teaching and learning the basic language skills needed.

**Key notes:** Zoom Apps, Language Learning, Digital Education

## **Introduction**

The utilization of Information and Communication Technology facilities for teaching and learning process became an alternative as almost all the nations of the world faced the challenges of COVID-19 pandemic in the year 2020. This became essential in an effort to observe social distancing as a significant preventive measure to the spread of the deadly virus. Nevertheless, Information and Communication Technology (ICT) has significantly changed education delivery. This is due to the gains connected with the application of Information and Communication Technology in education. This view is supported by Okenwa (2008), who asserted that the application of Information and Communication Technology (ICT) have progressed the development of communication and multimedia devices that are capable of accepting and processing data into information and storing both the data and information for future use and reference purposes. ICT likewise offers opportunities for students and teachers to interact with each other through zoom cloud application technology thus offering a quicker and simpler access to more comprehensive and current information (Chipunza, 2013).In accordance

with the above, zoom cloud technology is a collective, cloud-based video conferencing service providing attributes including online meeting, group messaging service and secure recording of sessions. According to Achibald and Barnald (2018), zoom cloud offers the capacity to communicate in real time with geographically dispersed people through computer system, tablets or mobile devices. Unlike many other technologies, zoom cloud has a variety of extra benefits that improves its potential instructional delivery utility. Braun, Clarke and Grey (2017), opined that an essential benefit of zoom cloud is its capacity to secure record and keep sessions without recourse to third-party software application. Various other essential security functions includes: user-specific authentication, actual time encryption of conferences, and the ability to back up recordings to online remote server network which can just be shared safely for the purpose of collaboration (Davitti, 2019).

Zoom cloud meetings is a very helpful alternative application for virtual conference to facilitate interaction with lots of people without making direct contact and have the ability to support learning demands in today's digital age (Pratiwi, Afandi, &Wahyuni, 2019). This application is used for video conference rather than direct meeting in the classroom. It can be set up with gadgets such as computer system, laptop, android and mobile phone. So for the students that do not have laptop, they can utilize their smart phone to participate in online class. Zoom meeting application is really useful in communicating remotely; all lecturers' explanations can be conveyed directly without needing to meet physically.

Zoom promote discussions between lecturers and students and amongst students with direct interaction with video conference which is sustained by zoom features such as raise hand and group messages, to ensure that if there are issues in sound, the students are helped with the available chat features. Some features in zoom allow the teachers to provide and evaluate four language skills via full interactions with language students and deliver the significance of material in different ways (Guzacheva, 2020). Zoom cloud meetings truly aid learning process in difficult situation of the present pandemic and can help with access to information and communication in the learning procedure for students.

This paper seek to investigate how teachers of second language and students can utilize different emerging technology in everyday basic language lessons on listening, speaking, reading, and writing using digital language learning technology. Digital technology can help students and teachers improve language skills in a variety of ways; Collaboration, Communication, Listening, Lesson Planning, and Authentic learning materials.

1. Collaboration: Digital languages spaces can be use to create a central location for students to access resources, ask questions and learn about assignment.
2. Communication: Communication tools like online forums, video calls, and messaging apps can encourage collaboration and discussions.
3. Listening: Online video sharing platforms provides access to a large selection of authentic video resources.
4. Lesson planning: Teachers can use cloud technology to create and maintain an online repository of lesson materials.
5. Authentic learning materials: Teachers can use cellular technology to guide students to interact with other language learners or native speakers.

## **Review of Related Literature**

### **Technology and Language Learning**

Technology is an effective tool in teaching and learning processes. Learners ought to use technology as a significant part of their learning process. As exemplary model, teachers are expected to use technology to support the curriculum so that learners can make optimal utilization to comprehend lessons taught from the four language skills (Costley, 2014). Again, learners' cooperation can be increased and achieved through by product of technology. Cooperation is one of the important tool for learning aimed at teaching leadership skills. This can be seen in a situation where learners cooperatively work together to create tasks and learn from each other through reading their peer's work ( Keser, Huseyin, &Ozdamli, 2011).

Bennett, Culp, Honey, Tally, and Spielvogel (2000), asserted that the use of computer technology lead to the improvement of teacher's educational needs. According to Susikaran (2013), some basic changes have come in classes beside the teaching methods, because chalk and talk teaching method is not sufficient to effectively teach English. Raihan and Lock (2012), state that with a well-planned class room setting, learners learn how to learn efficiently. Technology-enhanced teaching environment is more effective than lecture-based class. Teachers should find methods of applying technology as a useful learning instrument for their learners although, they have not leant technology as such, and they cannot use it like a computer expert. The application of technology has considerably changed English teaching methods. It makes teaching more interesting and productive in terms of advancement Patel, (2013). In traditional class room setting, teachers stand in front of learners and give lecture, explaining and giving instruction,

using black board. These methods must be changed, because the use of multimedia also makes use of print texts, film and internet gives learners the chance to collect information and offer them different materials for the analysis and interpretation of both language and contexts (Arifah, 2014).

Pourhosein Glakjani (2014) maintained that using technology can create a learning atmosphere centered on the learner and his or her problems. They emphasized that by using computer technology, language class becomes an active place full of meaning full tasks where the learners are responsible for their learning. Dryton , Falk, Stroud, Hobbs, and Hammer man (2010), argued that using computer technology indicate a true learning experience that enhances learners responsibilities. Technology encourages learners to learn individually and acquire responsible behaviors' as well. Above all, the independent use of technologies gives learners self-direction. According to (Arifah, 2014), the use of internet increases learners motivation. For example, the use of film in teaching helps learners to realize the topic with enthusiasm and develop their knowledge. Learners can learn meaningfully. When technology (internet), is used in the process of learning, when learners learn with technology, it assist them in developing their higher order thinking skills. It can also be concluded that the true combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning.

### **Theoretical Framework**

The theoretical framework used in this paper is *Skills Acquisition theory*. This theory is very crucial to this study. It was developed by Robert Dekeyser in 2007. The theory postulates that the development in knowledge has three stages: Declarative, Procedural, and Automatic Stages. Declarative knowledge refers to explicit knowledge about a topic, procedural knowledge is implicit knowledge that refers to behavior and Automatic occurs toward the end point of extensive practice towards the end point in which one has become completely expert in performing a task. From the perspective of skills acquisition theory, the sequence of these stages is crucial, as its appropriate combination of abstract rules and concrete examples at the declarative stage.

### **Methodology**

Survey research design was used in this paper. We used a survey design for this study because it is the best methodology in the sampling of individual units from a population and associated techniques of data collection, such as questionnaire design and methods for improving the number and accuracy of responses to surveys. The population of the study comprised all the Senior Secondary School and English language teachers in Adamawa Central Zone, Adamawa state. In the central zone, there are 113 (one hundred and thirteen) English language teachers in the Senior Secondary School, Twenty-three (23) Senior Secondary School were used for the study. The Schools were purposively selected in this order: Yola north local government 8 schools, Yola south, 7 schools, and Girei 7 schools. The paper used the entire population of One hundred and thirteen (113) English language teachers in the education zone. The rationale for using the entire population was because it was not too larger. Out of this number of English language teachers, 68 were females, while 45 were males. In all, 113 English language teachers in Adamawa central zone were used as sample for the study. A simple random sampling technique was used to draw one education zone out of the three education zones in Adamawa State. A structured questionnaire was used for data collection and this was divided into two sections. Section A sought demographic data of the respondents. Section B, contains items organized into three sub-section of B1, B2 and B3. Five point rating scale of instrument i.e Strongly Agree (SA) = 5, Agree(A) = 4, Undecided (UD) = 3, Disagree(D) = 2, Strongly Disagree (SD) = 1 were used. Data collected were analyzed using descriptive statistics of mean rating. The decision rule is that any item with mean score 3.00 shows that the respondent agreed with the item while any item below 3.00 shows that the respondents disagree with the item.

Sampling Technique; Lastly, we randomly choose central zone area because many researchers has carried a study in other subjects like Mathematics, Economics, Physics and Chemistry but none have made a study on English language in the central zone of Adamawa State.

### **Data Presentation and Analysis**

This section is concerned with presentation of results and statistical analysis of data. The data is done under two subheadings: Demographic data and answering the research questions.

**Research Questions 1:** To what extent can digital language tools enhance the roles of zoom app in online teaching and learning?

Item B1 (1-6) on the questionnaire will be used to test the above research question; results of the analysis are contained in table 1 below:

| SN | Factors that affect the use of digital language tools in teaching and learning basic skills online | X    | Remark    |
|----|----------------------------------------------------------------------------------------------------|------|-----------|
| 1  | Inadequate computers                                                                               | 7.00 | Agreed    |
| 2  | Availability of internet facilities                                                                | 2.50 | Disagreed |
| 3  | Insufficient projectors                                                                            | 4.00 | Agreed    |
| 4  | Death of ICT Skills                                                                                | 4.00 | Agreed    |
| 5  | Lack of refreshed causes on ICT                                                                    | 4.00 | Agreed    |
| 6  | Lack of in-service training for teachers                                                           | 4.00 | Agreed    |

Data contained in table 1. Showed that the respondents agreed 1,3,4,5,6 regarding the factors that affect the use of digital language tools in teaching and learning basic skills online. This indicate that all these factors have caused and affected teachers' usage of computer in learning basic English language skills as they achieved mean score that are above 3.00 where's item no 2, disagreed regarding the fact that there are available internet facilities made for staff use in the school for teaching English language and literature.

**There are some barriers that can hinder the effective use of Zoom and other ICT tools, this includes:**

- Technical issues: Unstable network service, low-speed internet, or incompatible devices
- Lack of resources: Inadequate computers, lack of quality software, or lack of access to computing resources
- Lack of training: Lack of proper training skills or lack of ICT skills
- Lack of motivation: Lack of motivation from teachers or students
- Lack of support: Poor administrative support or lack of institutional support
- Student factors: Students not having money to afford phones that use the technology, or disrespect from students
- Teacher factors: Teachers' attitudes towards computers or lack of teacher confidence
- Organizational factors: Organizational structure or levels of interdependence

**Other barriers includes:**

- Required extra time
- Difficulty learning and using certain ICT software
- Poor funding
- Resistance to change
- Negative attitude
- No perceived benefits

**Research Questions 2:** What is the correlation between zoom apps online teaching and learning on the academic performance of students?

Item B2 (7-11) on the questionnaire were used to seek answers to the research question. The result is contained in table 2 below:

| SN | Items on correlation between zoom apps online teaching and learning and the academic performance of students.                  | X    | Remark |
|----|--------------------------------------------------------------------------------------------------------------------------------|------|--------|
| 7  | Using ICT to teach listening skills can enable the students to develop good listening ability.                                 | 4.55 | Agreed |
| 8  | Using ICT to drill the students of rudiments of speaking can enhance students performance                                      | 4.51 | Agreed |
| 9  | Effective speaking skills through digitally enabled ICT tools can empower the students to demand for quality digital education | 4.32 | Agreed |
| 10 | Using ICT to understand the effect of zoom app on teaching and learning of English language                                    | 4.47 | Agreed |
| 11 | Using ICT to teach and identify the challenges of using zoom apps also helps the students performance                          | 4.67 | Agreed |

The Data in the table above shows that all the items achieved the mean ratings that are above 3.0 this indicates that the respondents affirmed that there is a correlation between effective acquisition of basic language skills such as reading, writing, speaking and listening with quality skills.

The findings are in line with the discoveries of Solanki and Shyamlee (2012) and pourhose in Glakjani (2017). The above mentioned data supported the view that language teaching method has been changed due to technology. The finding of the paper reveals that the application of technology helps leaner's learn on the basis of their interest. It also satisfies both visual and auditory senses of the learners. The implication of this finding is that digitally enabled language

curriculum too can be use to bring about any desired change in the lives of student that are strategically exposed to this innovation in language learning. This implication is also in line with the views of Lam and Lawrence (2002) and Pourhose in Gilakjani (2017). This is critical because the research shows that technology can assist learners in adjusting their own learning process and they can have access to a lot of information that their teachers are not able to provide. Therefore, developing learner's knowledge and skills is linked to computer technology which provides equity of opportunity regardless of learners' background. Equally, meaningful development of technology – based knowledge is crucial for all learners in order to maximize their learning and operate in tandem with societal expectations.

### **Conclusion**

Technology has revolutionized our lives and work, and education is no exception. As educators, we are responsible for integrating technical knowledge and skills into our teaching and professional development. To do this successfully, teachers need to have a certain level of ICT skills in various areas of hardware and software. These skills affect how teachers manage their classes and develop themselves, their subjects, and their students. Therefore, schools must establish a baseline to assess where teacher abilities and skills could be aligned for maximum educational and technological proficiency. The affirmed that the use of digitally enhanced language classrooms is a catalyst strategy that motivates teachers and learners to work in new ways. The use of innovative and emerging technology underscores that the students are conversant with the need to change in line with the existing language teaching methods. Through the use of such technology, learners can control their own learning process and have access to many information over which their teachers cannot control. Technology has an important role in promoting activities for learners and has a significant effect on teachers teaching method. Furthermore, this study helps educationalists to design a curriculum that fosters technology for a better learning experience and develop a comfortable environment for the students. Moreover, this research may help students recognize the complexity of the Language Education and help them find new ways to recognize their weakness in order to enhance their motivation towards learning. Finally, future researchers and scholars of the field will base their research on this study to improve the means of integrating technology into education to satisfy students' different needs within the learning environment.

### **Recommendations**

The following recommendations are offered in this paper:

- 1) Teachers should implement a technology plan that considers integration strategies along with teaching methods.
- 2) Technology experts should provide extra assistance for teachers who use it in teaching their English courses.
- 3) Teachers should create technology-integrated lessons materials, these materials should concentrate on teaching and learning the basic language skills needed.
- 4) Teachers should encourage their learners to use technology in increasing their language abilities.
- 5) Students should be given opportunity to practice zoom Apps communication within their regular lessons on listening, speaking and reading.
- 6) Increasing internet access, by providing free network service to every language teacher
- 7) Offer opportunities for teachers to improve their ICT skills through workshops, webinars, conferences, and incentives.
- 8) improving ICT skills, and enhancing in-service training for teachers free of charge i.e ICT skills like;
  - i. Using a search engine

- ii. Browsing and posting on social media
- iii. Using basic program like SM word and power point
- iv. Backing up files
- v. Running online projects and social networking skills

## References

- Ahmadi, M.R. (2017), The impact of motivation on reading comprehension. International Journal of research in English Education. <http://www.ijreeonline.com>
- Alsaleem, B.I.A. (2014). The effect of “WhatsApp” electronic dialogue journaling on improving writing Vocabulary word choice and voice of EFL undergraduate Saudi students. Harvard: 21st Century Academic Forum Conference Proceedings <http://www.readwritethink.org/lesson> images/lesson
- Arifah, A. (2014). Study on the use of technology in ELT classroom: Teachers perspective. M.A Thesis Department of English and Humanities, BRAC University, Dhaka, Bangladesh.

Baytak, A. Tarman B. & Ayas, C. (2011). Experiencing technology integration in education: children's

Perception. International electronic journal of Elementary Education, 3(2), 139-151

<https://www.iejee.com/index.php/IEJEE/article/view/233>. Date accessed: 17 June 2018

Becker, H. J. (2000). Findings From the Teaching, learning and Computing survey: Is Larry Cuban Right

Education Policy Analysis Archives,

8(51).doi:<http://dx.doi.org/10.14507/epaav8n51.2000>

Bransford, J. Brown, A. & Cocking, R. (2000) How people learn: Brain, Mind, Experience and school

Washington DC: National Academic press.

Docksterder, J. (2008), Teachers of the 21<sup>st</sup> Century know the what, why, and how of technology

Integration. Retrieved from <http://the-tech.mit.edu/Chemicool>

Dawson, K, Cavanaugh, C, & Ritzhaupt, A. (2008). Florida's EETT Leveraging Laptops Initiative and

Its impact on teaching practices. Journal of Research on Technology in Education, 41(2), 143-

159. <https://doi.org/10.1080/15391523.2008.10782526>

Fulmer, R., Stumpf, S. & Bleak, J. (2009). The strategic development of high potential leaders. Strategy

& Leadership, 37(3), 17-22

Genclter, B. (2015). How does technology affect Language learning process at an early age? procedia

Social and Behavioral Sciences, 199(2015), 311-316. Doi: 10.1016/j.sbspro.2015.07.552

Gillespie, H. (2006). Unlocking learning and teaching with ICT: identifying and overcoming barriers

London: David Fulton. <https://trove.nla.gov.au/work/20064464>

Hennessy, S. Ruthven. K. & Brindley, S. (2005). Teacher perspectives on integrating ICT into subject

Teaching: Commitment, constraints, caution and change. Journal of Curriculum Studies, 37(2)

155-192. <http://dx.doi.org/10.1080/0022027032000276961>

ISMAN, A. (2012). Technology and technique: An educational perspective. TOJET: The Turkish Online

Journal of Educational Technology, 11(2), 207-213

Lam, Y.& Lawrence, G 2002, 'Teacher-student role redefinition during a computer-based second language project: Are computers catalysts for empowering change?' Computer Assisted Language Learning, vol. 15, no. 3, pp. 295-315

Parvin, R. H. & Salam, S. F. (2015). The effectiveness of using technology in English language classroom

In government primary schools in Bangladesh. FIRE: Forum for international Research in Education 2(1), 47-59. <http://preserve.lehigh.edu/fire/vol2/iss1/5>